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The survey lists Rochester school and community programs designed to eliminate the problems and causes of de facto segregation. Included are preschool programs to develop interracial attitudes; Negro teacher recruitment, and the upgrading of housing conditions commensurate with economic, educational, and cultural levels; programs and curriculum developed to build pupil pride in Negro culture and history; summer programs to upgrade children's interest in reading; programs to encourage acceptance of others and good interpersonal relationships (e.g., school-to-school, pupil-to-pupil, and parent-to-pupil experiences); inservice courses for teachers (in dynamics of community change, dealing with the culturally different child, and other related courses); a teacher training plan at Queens College called "Building Resources for Instruction of Disadvantaged Groups in Education"; discussion of two proposed plans for equalizing racial imbalance--the open enrollment and the Princeton Plan; and a treatment of the problems of pupil transportation based on local conditions and past experience in other New York areas. Community attitudes are also discussed.

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NEW YORK--ROCHESTER

ED002076

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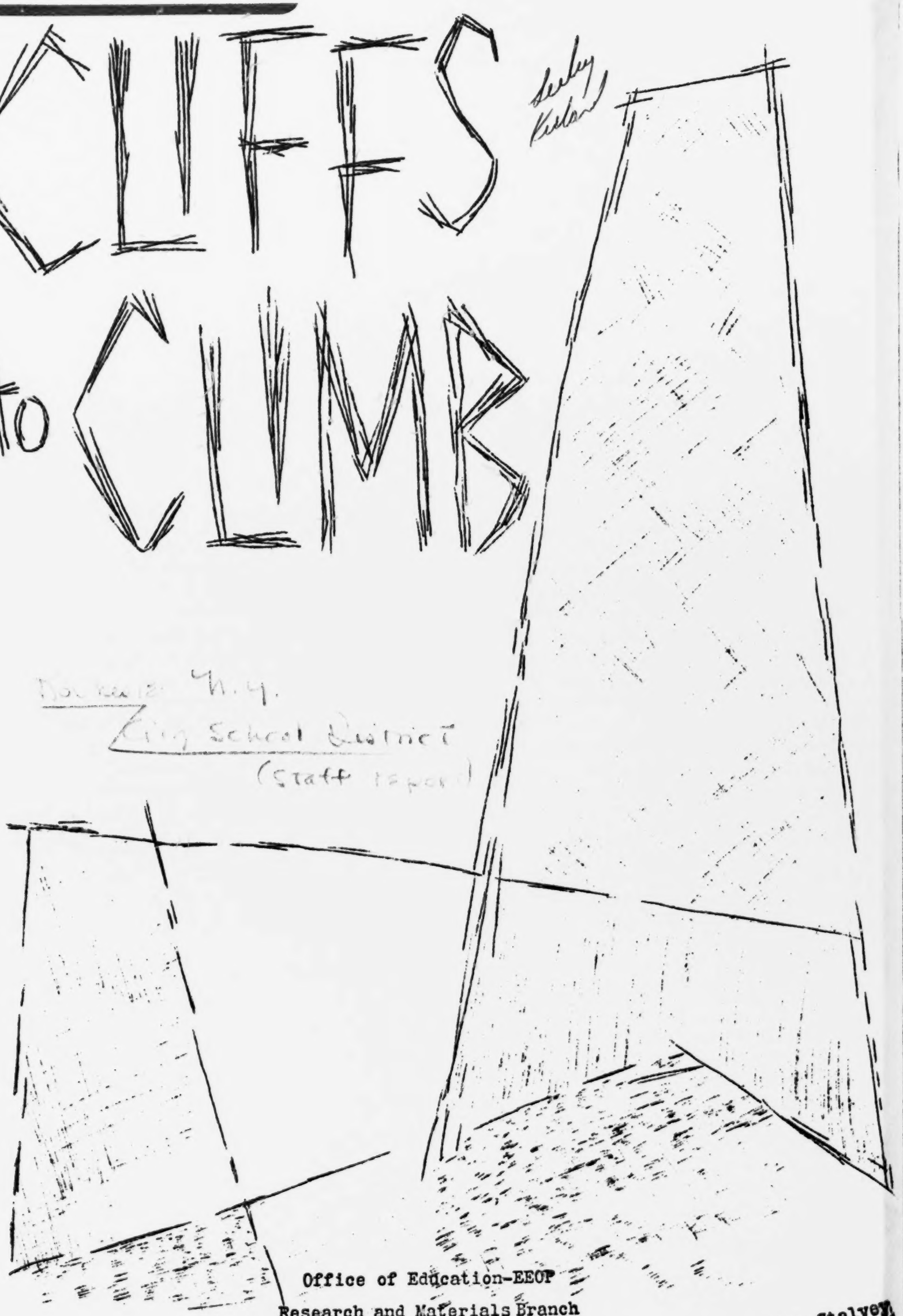

Office of Education-EEOP
Research and Materials Branch

Bennett O. Stalvey

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# FOREWORD

In a special message to Chief Local School Administrators and Presidents of Boards of Education, Commissioner of Education, Dr. James E. Allen, Jr., on June 14, 1963, requested the districts to submit to him by September 1, 1963, (1) a statement on the existence of racial imbalance, (2) a statement of Board policy with respect to the maintenance of racial balance in the schools, (3) a report of progress made toward eliminating it, and (4) estimates of additional cost, if any, and a time table for carrying out the local plan.

This document has been prepared by the staff of the City School District of Rochester, New York, as a resource for discussion of the many facets of our present program along with plans and alternatives for the future. We trust it will be helpful in these considerations which will lead to the preparation of our report to the Commissioner.

Tempted as one might be to seek a solution from a modern electronic computer, the matter will have to be solved by human beings - all of them who live in our community.

The community must recognize its share of responsibility. It must provide good pre-school facilities, comfortable housing, suitable recreation, and the general pride of belonging that gives each individual the inner strength that comes from knowing that he can <u>like</u> himself and that others can <u>like</u> him too.

To this, of course, must be added opportunities unlimited in the schools, opportunities which come because the school wants to and has the skilled staff to make it possible to bring each child along with ever-increasing personal aspiration to do a good job and to want to be somebody.

The Board of Education and the administration will be working together to build recommendations consistent with the principles of sound education, local control, and use of value judgment.

However certain any one agency, group or person feels that an enterprise of this magnitude can be completely and successfully accomplished by the schools alone, the sobering fact is that little can be accomplished without mutual respect and understanding.

A community that desires a really successful and well-coordinated plan for the reduction of imbalance in its schools must work for it, nurture it, and permit it to come about.

Herman R. Goldberg
Acting Superintendent of Schools

# THE PRE-SCHOOL YEARS ARE NOT TOO EARLY

The pre-school years present the most strategic period in the educational cycle to develop inter-racial attitudes characterized by mutual appreciation, understanding, and good will.

Pre-school facilities in Rochester and Monroe County include:

a. Cooperative nursery schools
b. Private nursery schools
c. Guided Observation - Discussion groups
d. Community Chest sponsored Day Care programs
e. Privately operated day care programs

There are few nursery school programs within the city of Rochester. Leadership of these programs, together with leadership in programs located in the county, could be encouraged to invite applications of pre-school children from disadvantaged areas. Philanthropic and fraternal funds might be sought for scholarships as needed. As with other programs, there would need to be an educational program of readiness offered to teachers, parents, and the broadening community.

The Guided Observation-Discussion program could increase its efforts toward inter-racial understanding by utilizing parent discussion groups to provide:

a demonstration of satisfying integrated group experience;

the opportunity to utilize discussion as a positive tool to understanding each other;

opportunities for inter-visitation between parent groups in different school communities and field trip experiences in the community.

Teacher organizations concerned with good education for young children, such as the Association for Nursery Education and the Association for Childhood Education, could be encouraged to build their programs around the topic, "Implications of Current Social Changes for Early Childhood Education."

# OUR NEGRO TEACHERS AND ADEQUATE HOUSING

Negro teachers have been on our staff in Rochester for many years and their numbers have been increasing rather rapidly in the past four or five years. We have always welcomed well-trained and capable applicants of any origin but we can always use more.

One important problem involved in the employment of Negro teachers from out of town has been the location of living quarters for both single and married teachers commensurate with their economic, educational and cultural level. There have been evidences (often hard to really pin down) that we have lost valuable applicants as well as present members of our staff because they were not satisfied with the living accomodations available to them. These people were not satisfied in their own minds that they were being treated with equality in this area.

We have made a concerted effort in the past two to three years to improve this situation by enlisting teacher organizations, real estate agencies and church groups to aid our Negro teachers in their quest for suitable housing. We purposely tried to find housing away from the downtown areas so that our Negro teachers could become an integral part of our entire county community. Our goal has been to have Negro teachers not only influencing the education of children in all of our schools while on the job, (there is at least one Negro teacher in most of our 52 schools), but also to be a positive influence away from their job in their own neighborhoods and in non-school activities.

Some progress has been made toward this goal. Several of our Negro teachers now reside in what were previously all-white neighborhoods and have been cordially accepted. On the other hand we feel that this is only a beginning. We must have more and more vigorous help from landlords and from real estate agencies. Above all, individual property owners must be willing to sell acceptance of Negro teachers to present owners in middle-class neighborhoods both in and our of the city. They must feel it is their obligation, their contribution to the improvement of education in our community.

If progress can be made with this housing and general acceptance problem, we are sure that the following benefits will follow:

1. The supply of well-trained and well-qualified teachers for Rochester schools will increase.
2. Our holding power for our present well-qualified and well-trained Negro teachers will increase.
3. The positive influence of Negro teachers on the lives of all children and adults in our community will increase.
4. The acceptance of all Negro families in all sections of our community will snowball by having Negro teachers in the vanguard with their undoubted capacity to influence our citizens in a positive manner.

Thus, we feel that a key area to our racial problems in this community is the improvement of housing opportunities for our Negro teachers and teacher applicants. We welcome suggestions and help in the attainment of this goal.

# BUILDING PUPIL PRIDE IN NEGRO CULTURE AND HISTORY

Historically speaking, we are a new country. We have had to depend for our welfare and civilization upon the contributions of people from every continent and country. These people have an unbreakable allegiance to the United States and are all Americans.

We can be grateful that they, also, have church, national and racial backgrounds which have made their contributions rich. It becomes the duty of schools to emphasize the backgrounds that the foregrounds may be more fully respected and rewarding and our present be more secure and promising.

From Columbus's voyage of discovery until the present time, the Negro race has given us explorers, authors, humanitarians, scientists, artists, musicians, diplomats, civil servants, and excellent citizens. The Negro American has a proud heritage. Recognition of this heritage is necessary if white children and colored children alike shall have proper attitudes and proper instruction and proper appreciation of our American heritage. Nevertheless, a regrettable period of bondage for Negroes brought many deplorable results. They have never attained complete equality as guaranteed by our Constitution and demanded by our consideration for justice.

Perhaps because the No. 14 School Community is predominantly Negro, it was easier to recognize the dearth or lack of easy accessibility of materials for teaching Negro Culture and Negro History and their tremendous contribution to America. But No. 14 School thought as surely that the study of such material should become a part of the curriculum for all children regardless of race. By recordings, by bulletin boards, by audio-visual material, by magazines, by teacher experience, by textbooks, we attempted to supplement the lack felt in our textbooks. High among our ambitions was to demonstrate that all Americans might be proud of those who were born with colored skins.

During the past year we have given some publicity to our efforts. We have had many assemblies where the talents of our famous local Negroes were on display. We have utilized the press and radio and television to give the community a glimpse of our activities. We fully recognized that our effort must not be encompassed by any period of time. We did saturate one week of the year with every school activity devoted to the enhancement of our knowledge of Negro Culture and History. We shall not stop there nor shall we again find such a week necessary. Our goal is to present Negro History as a regularly constituted part of the history of all America. Time, money, and lack of knowledge have prevented our formulating all we have done at No. 14 into a form that might prove useful to other schools. However, they are not without resources.

I commend for immediate use in all schools a resource handbook published by the New York State Department of Education. It is entitled "The Proposed Resource Handbook for the Teaching of Intercultural Relationships in the Elementary School." It is good. It is inspirational. It suggests a wealth of material.

# HOW MUCH DO YOU KNOW ABOUT EARLY AFRICAN CIVILIZATION?

Did you know that long before the Europeans came to Africa, there were Negroes producing cotton and trading it to the Egyptians for various types of seeds? Did you know that the Sahara Desert wasn't always a desert? Did you know that there is glamour in early Negro civilization?

Did you know that the ancient Egyptians established a trade route south across the desert over which caravans made their way far into the interior of Africa? Here the traders obtained gold, ivory and valuable woods.

Did you know that on the western coast of Africa a powerful kingdom flourished from the year 300 to 1100? It was called Ghana. Here were large cities with fine buildings and schools.

Did you know that Africa has been called the "dark continent" only because Africa south of the Sahara was unknown to Europeans?

Certainly Africa is no longer an unknown continent. Today the people there are claiming a place of their own in the modern world. It is obvious that securing a place in the world is their most important business.

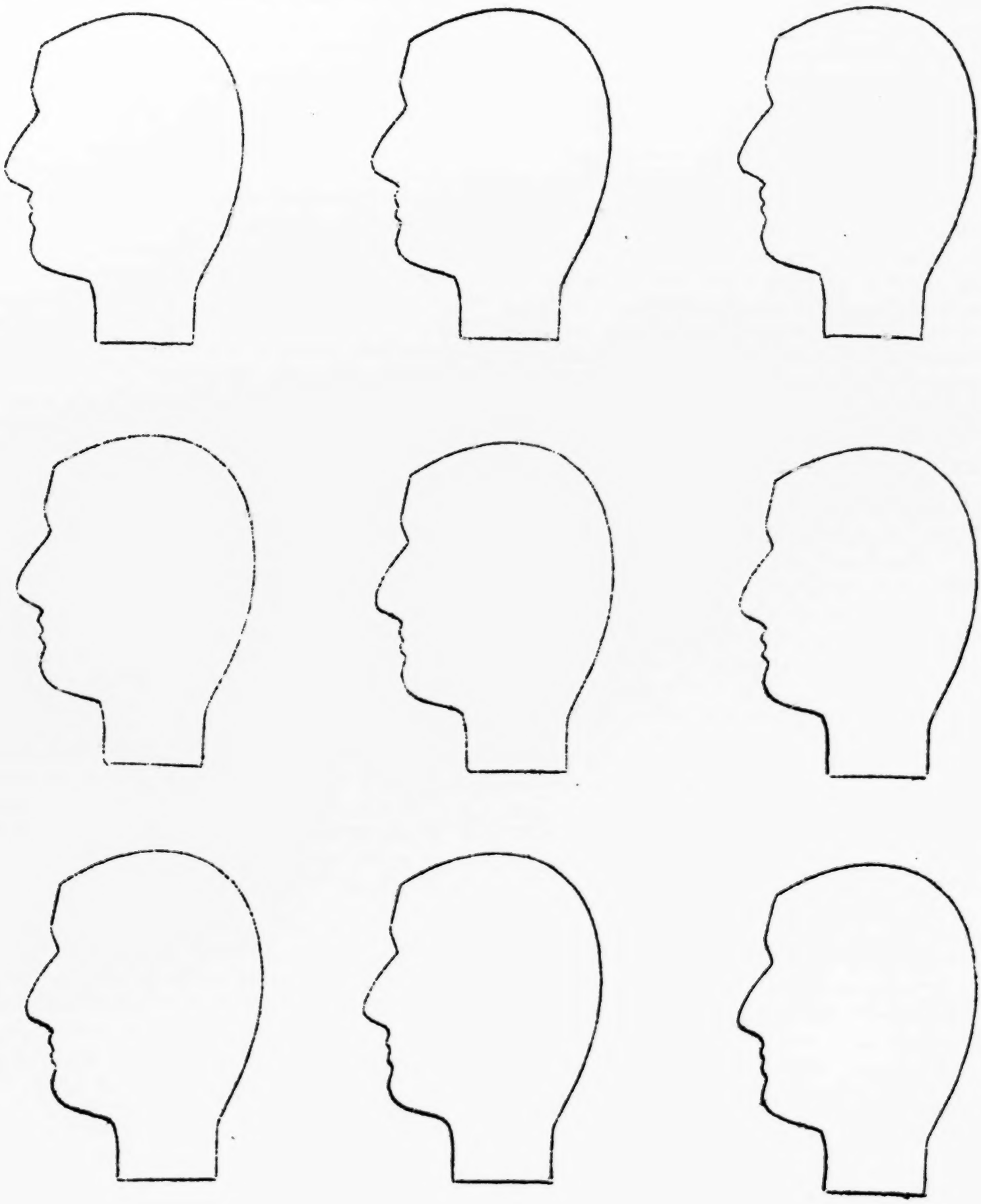
Therefore it behooves us in the social studies to make it our business to acquire more knowledge concerning the African, his past, and his future. It is probably true that Africa will change more in the next ten years than it has in the past five hundred years.

It also behooves us in all the disciplines to make certain that we have units of study which make use of all the capacities of students. That society which develops the talents of every member will make the greatest progress. If this calls for deviation from tradition we must be prepared to deviate.

# IMPROVING UNDERSTANDINGS THROUGH KNOWLEDGE

Why do some people have different colored skin?

The story of melanin.



# READ-AWAY VACATION CLUB AT NO. 27 SCHOOL

(A Four Week Trial Summer Program to Upgrade Children's Interest in Books, Magazines and Newspapers)

PURPOSE:
To provide enrichment opportunities in reading
To maintain reading skills
To increase reading interest
To acquaint pupils with a wider variety of reading materials
To develop greater understanding and appreciation of the joys of reading
To provide worthwhile recreation opportunity

PERSONNEL: One teacher and two lay volunteers

FACILITIES: Room 112. Adequate bookcase and cupboard space; adequate blackboard and bulletin board space; near girls' and boys' room and First Street entrance.

MATERIALS:
Library books from classes at all grade levels
Discontinued Loan Plan Books available at Storehouse
Pupil periodicals and magazines
Reader's Digest Skill Builders
Miscellaneous titles
Daily newspapers

PROGRAM:
Daily from 9:00-12:00 A.M. for four weeks
In-school reading
Daily story hour
Book clubs for different age levels
Book reports (brief) to group and/or teacher
Awards given on basis of number of books reported on -- five, ten, etc.
Invited guest librarians from Portland and Sully Branches
Book character parties
Parent shelf of magazines, books and brochures from Rochester Gas and Electric, Red Cross, Health Bureau and Health Association.
Other activities as interests of children indicate
Teacher will keep club attendance record, as well as a record of books read and interest and ability records

* * *

CHILDREN MUST ACCEPT CHILDREN; HOW CAN WE HELP THEM ESTABLISH READINESS TO DO THIS?

Here is an example of a School-to-School, pupil-pupil experience.

1. Set up exchange visits between 2 classes of the same grade level, one from a racially imbalanced school and one from a predominately white school.

2. These visits have as their purpose the production of a planned program of choral speech and musical selections learned by the pupils from both schools rehearsing in their own schools at first, under the supervision of both the grade and music teacher. Rehearsals of both groups together follow.

3. The joint-school program can then be presented to the entire school body at each school separately. The presentation in each school can be followed by a picnic planned by the PTA of each school, with parents and children participating together. For example, two 4th grade classes from a school such as No. 9, and two 4th grade classes from a school such as No. 46 will, first alone, and then together, rehearse a choral speech and musical program. The program will then be presented to the student body of No. 46 school, followed by a picnic prepared by the PTA of No. 46 school. The program will also be presented to the student body of No. 9 school, followed by a picnic planned by the No. 9 PTA.

4. These classes could meet for additional joint projects such as planned educational trips to the same place, projects in art, additional musical presentation, creative writing, poetry, athletic field days, dramatic productions, etc.

PARENTS MUST ACCEPT PARENTS AND CHILDREN; HOW CAN WE HELP THEM ESTABLISH READINESS TO DO THIS?

A. PTA The Rochester Council of PTA has already planned its entire 1963-64 theme on the topic:

SOCIAL CHANGES IN ROCHESTER - IMPLICATIONS FOR SCHOOLS

The October meeting of the PTA Council will usher in the theme of Inter-Racial Understanding. The program will probably include a concert given by the children from the two schools described previously.

Additional meetings will focus on racial understanding in the schools, housing and employment, with emphasis both on what is presently being done and what needs still to be done.

B. Organizations

Civic, fraternal, philanthropic, professional, women's and other organizations will need to help in developing community understanding.

C. Community Groups

Neighborhood groups, agencies, churches, synagogues, and business groups will need to help in developing community understanding.

INCREASING ACCEPTANCE OF INTEGRATION;

IN-SERVICE COURSES* FOR ROCHESTER TEACHERS

Course No. ES-1 DYNAMICS OF COMMUNITY CHANGE

A course designed to help teachers understand and better cope with racial, economic and cultural change. Content includes understanding city-wide and neighborhood change, community resources to facilitate change, home visits, research on integration, changing the Negro self-image. Negro speakers served as guest lecturers. Frank, open discussion of problems of Negro-white relations in schools keynoted all sessions. Appropriate books and materials were circulated.

Course No. ES-2 DEALING WITH THE "CULTURALLY DIFFERENT" CHILD

A course designed to help teachers understand the cultural background of lower class white and Negro children as they work together in the classroom. Content includes the sociology of lower class culture, lower class peer group and family, home visitations and concomitant classroom discipline problems. Appropriate books and materials were circulated.

* Offered in 1962-63. 25 teachers registered for Course No. ES-1 and 25 for ES-2. These courses will be repeated in 1963-64. Arrangements will be made to open registration to interested persons from the community.

# IN-SERVICE COURSES TO BE CONSIDERED 1963-64

1. THE USE OF MATERIALS AVAILABLE FROM THE STATE EDUCATION DEPARTMENT, OTHER OFFICIAL AGENCIES, VOLUNTARY ORGANIZATIONS AND GROUPS IN THE AREA OF HUMAN RELATIONS

2. HUMAN RELATIONS IN THE CLASSROOM

3. TEACHER-PARENT RELATIONSHIPS IN MIXED RACIAL COMMUNITIES

4. TEACHING CHILDREN FROM DIFFERENT CULTURAL BACKGROUNDS IN THE SAME CLASSROOM

5. ADMINISTRATIVE PROBLEMS RESULTING FROM COMMUNITY CHANGE

A TEACHER TRAINING PLAN AT QUEENS COLLEGE IS CALLED

# BRIDGE*

Below are titles of some articles written by Juniors at Queens College in connection with pre-student teaching courses in educational psychology. The articles show some of the barriers and bridges that exist between middle-class college students and slum youngsters that they are trying to understand and reach -- in order someday to be able to teach.

## INITIAL DISASTERS

- Sparring in the First Round
- Where to Hide?
- Getting Close to the Times
- The Merry-Go-Round

## FIRST CONNECTIONS

- The Castanets Click
- My World and Your World
- The Food Ritual - A "Candy Break"
- A Turning Point
- The Balances
- Understanding Grows

## THE MIDDLE-CLASS EYE

- A Different Breed
- Awful! Awful!
- Let Me Tell You Einstein's Theory
- Behind Locked Doors

## THE ONE WHO CARES

- Oops! And Ahhs!
- My Unsure Feelings
- How to Care
- Fraternity of Learners
- Opening A World

*Building Resources for Instruction of Disadvantaged Groups in Education, a project of the Department of Education of Queens College, New York City, for the purpose of improving the education of teachers for difficult schools.

*NON-WHITE POPULATION, KINDERGARTEN THROUGH GRADE 7 (1962-63)

| School | N | % | School | N | % |
|---|---|---|---|---|---|
| 1 | 4 | .9 | 34 | 4 | .6 |
| 2 | 832 | 89.8 | 35 | 6 | 1.0 |
| 3 | 652 | 95.3 | 36 | 170 | 20.0 |
| 4 | 705 | 92.0 | 37 | 2 | .4 |
| 5 | 106 | 19.9 | 38 | 1 | .1 |
| 7 | 1 | .2 | 39 | 22 | 2.7 |
| 8 | 4 | .7 | 40 | — | — |
| 9 | 852 | 90.1 | 41 | 2 | .3 |
| 11 | 2 | .3 | 42 | 1 | .1 |
| 13 | 69 | 13.0 | 43 | — | — |
| 14 | 519 | 82.1 | 44 | 3 | .8 |
| 15 | 82 | 16.1 | 46 | — | — |
| 16 | 7 | 1.0 | 49 | 11 | 3.3 |
| 17 | 58 | 7.3 | 50 | 1 | .3 |
| 19 | 372 | 48.6 | 52 | — | — |
| 20 | 441 | 47.0 | City | 6184 | 23.4 |
| 21 | 7 | 1.6 | | | |
| 22 | 28 | 3.9 | | | |
| 23 | 2 | .4 | | | |
| 24 | 3 | .7 | | | |
| 25 | 12 | 1.9 | | | |
| 26 | 139 | 58.9 | | | |
| 27 | 759 | 69.6 | | | |
| 28 | 4 | 1.0 | | | |
| 29 | 115 | 23.3 | | | |
| 30 | — | — | | | |
| 31 | 146 | 30.6 | | | |
| 33 | 37 | 4.4 | | | |

*Non-White - Negro, Puerto Rican, Other

*NON-WHITE POPULATION,
GRADE 7 THROUGH GRADE 12

| School | N | % |
|---|---|---|
| Charlotte | 1 | .1 |
| East | 154 | 5.7 |
| Edison | 40 | 3.0 |
| Franklin | 285 | 11.7 |
| Jefferson | 18 | 1.8 |
| Madison | 665 | 44.4 |
| Marshall | 4 | .3 |
| Monroe | 120 | 5.8 |
| West | 187 | 12.5 |
| City | 1474 | 9.7 |

ANTICIPATED VACANT ROOMS, ELEMENTARY SCHOOLS

1963 - 1964

| SCHOOL | NUMBER OF VACANT ROOMS |
|---|---|
| 1 | 0 |
| 2 | 0 |
| 3 | 0 |
| 4 | 0 |
| 5 | 1 |
| 6 | |
| 7 | 0 |
| 8 | 0 |
| 9 | 8 |
| 11 | 1 |
| 13 | 1 |
| 14 | 2 |
| 15 | 0 |
| 16 | 0 |
| 17 | 4 |
| 19 | 1 |
| 20 | 4 |
| 21 | 4 |
| 22 | 0 |
| 23 | 0 |
| 24 | 0 |
| 25 | 1 |

| SCHOOL | NUMBER OF VACANT ROOMS |
|---|---|
| 26 | 5 |
| 27 | 2 |
| 28 | 3 |
| 29 | 0 |
| 30 | 7 |
| 31 | 0 |
| 33 | 0 |
| 34 | 4 |
| 35 | 3 |
| 36 | 3 |
| 37 | 2 |
| 38 | 1 |
| 39 | 6 |
| 40 | 1 |
| 41 | 1 |
| 42 | 3 |
| 43 | 4 |
| 44 | 4 |
| 46 | 0 |
| 49 | 1 |
| 50 | 4 |
| 52 | 0 |

TWO PLANS FOR EQUALIZING RACIAL IMBALANCE

Open Enrollment

Open enrollment as practiced in New Rochelle and New York City allows for out-transfers from predominantly non-white schools. In this plan certain schools are designated for permissive transfer and any student, either non-white or white, is allowed to transfer to any "open" school until the receiving school reaches its "capacity". Transportation may (N.Y.C.) or may not (New Rochelle) be provided by the school system.

This plan is advantageous for those families who wish to apply for it and are willing for their children to travel the distances usually involved. Open enrollment may reduce racial imbalance in schools in mixed neighborhoods but will not reduce imbalance in homogeneous minority group neighborhoods unless provision is also made for in-transfer of white students. No "open enrollment" plan now in use makes this provision.

The Princeton Plan

This plan was first devised in Princeton, New Jersey in 1958. It involves combining the geographic areas of two elementary districts which are adjacent when one is predominately non-white and the other white. One of the schools in the combined district is designated for lower grades, the other for upper grades. This then results in two schools with better racial balance than either of the former districts.

Again, this plan is workable only in contiguous districts where the distance students must travel to either of the schools is not too great. It does have the advantage of introducing white students into formerly non-white schools. On the other hand, this plan is not workable for racially imbalanced schools in the center of the city which are surrounded by other racially imbalanced schools.

# HOW TWO NEW ELEMENTARY SCHOOLS CAN HELP THE MATTER OF IMBALANCE

## No. 6 School (To open September 1963)

No. 6 School is planned to house children of Kindergarten, Grade 1 and Grade 2. The school will have 6 Kindergarten rooms and 26 classrooms with additional rooms for special activities.

The tentative organization for September 1963 will use 5 Kindergarten rooms and 22 classrooms, leaving a total of 5 rooms vacant.

Upon promotion to Grade 3, all children attending No. 6 School are housed in No. 9 School for Grades 3 through 6. It is estimated that in September 1963 there will be 8 vacant rooms at No. 9 School.

The district now to be served by these schools has been enlarged from the original No. 9 district to include parts of the districts of Schools 20, 27, and 36. This action makes a larger area from which the children are drawn.

The combination of Schools 6 and 9, with its larger district, is an example of the Princeton Plan.

## No. 29 School (Scheduled to open September 1964)

The plans of No. 29 School provide for extra classrooms for the purpose of enlarging the school district upon occupancy. It is estimated that 22 classrooms will be needed to house the present children, allow for the return of pupils recently redistricted to No. 17 School, and provide for anticipated growth.

The school is being planned with 32 classrooms, allowing for a minimum of 10 classrooms for use when enlarging the district.

CITY SCHOOL DISTRICT
ROCHESTER, NEW YORK

Office of Business Affairs

June 19, 1963

# PUPIL TRANSPORTATION

## Eligibility for State Aid

The amendments to the Education Law enacted by the 1962 Legislature included an apportionment of state aid moneys for pupil transportation to city school districts for the first time. Under this provision, apportionments were payable for approved transportation expenses for children in city school districts in 1962-63 for 30% of the costs incurred in 1961-62, 60% payable in 1963-64 for costs incurred in 1962-63, and 90% payable in 1964-65 for approved expenses incurred in 1963-64. Approved transportation expense can briefly be defined as the actual expenditure for transporting physically handicapped and mentally retarded chilren to their school, and the transportation of other children who live more than a mile and a half from the school which they legally attend.

## Pupil Transportation in Rochester

At the present time, pupil transportation is provided for in this manner in Rochester. One, the City School District owns 12 buses which are used for the transportation of mentally retarded and physically handicapped children. Two, the City School District contracts with the bus company and taxi companies for additional transportation for these children. Three, bus passes are issued at no cost to mentally retarded pupils and slow learners who are able to ride to their school on regular bus routes. Four, bus transportation is provided for pupils who have been transferred from their home school to another school because of over crowded conditions in their home school. Five, a flat sum contract is in effect with the Rochester Transportation Corporation which supplements the regular ten cent student fare to the extent of approximately five cents per student ride.

Provision has been made to continue this service as needed through the school year 1963-64. The provision of any additional service other than listed above would create a financial hardship and necessitate additional funds over and above those budgeted.

# EFFECT OF A JUNIOR HIGH SCHOOL TYPE OF ORGANIZATION ON RACIAL IMBALANCE

The Superintendent and his staff have devoted a considerable portion of the 1962-63 school year to a study of the desirability and feasibility of implementing a junior high school type of organization in the City School District. As a result of this study, fifteen principles of instructional reorganization were recommended to the Board of Education and adopted by the Board on March 21, 1963.

The decision to implement a junior high school type of organization was based primarily on the educational advantages to students in grades seven and eight. However, the implementation of a junior high school program can make a number of contributions in reducing racial imbalance in the Rochester Public Schools. Possible contributions include:

1. The bringing together of seventh graders from a number of elementary school districts into a single junior high school setting in several areas of the city will reduce racial imbalance at the seventh grade level.

2. Junior high school centers can be located on sites which will promote racial balance in the seventh and eighth grades.

3. Removal of the seventh graders from elementary schools will create vacant rooms in a number of schools which may be used to redraw boundary lines to achieve greater racial balance.

4. Removal of the seventh graders from elementary schools will create vacant rooms which may be used to admit students from racially imbalanced schools under a plan of open enrollment.

Understandings Through Communications

There must be clear understandings of all of the people in the community concerning the causes, the significance, and the specific procedures to be put into effect to carry out the Commissioner's ruling.

This places the challenge of real responsibility on all of the existing communications media: the press, radio, and television; but it also places a responsibility upon all who are concerned to use these media and other methods creatively to bring about clearest understandings and least tension.

It will be helpful if there can be special series of radio and television programs, special columns and sections of the newspapers, carefully worked out in cooperation with community representatives who are most concerned and most affected by the Commissioner's ruling. Specific plans must be worked out.

All channels must be kept open for free and full discussion of all the problems involved; but all efforts should be directed toward reasonable and good solutions of this problem of the total community.